



CASTLE HEIGHTS MIDDLE

2382 Firetower Rd.
Rock Hill, SC 29730

Grades	6-8 Middle School	
Enrollment	788 Students	
Principal	Kelly Kane	803-981-1400
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

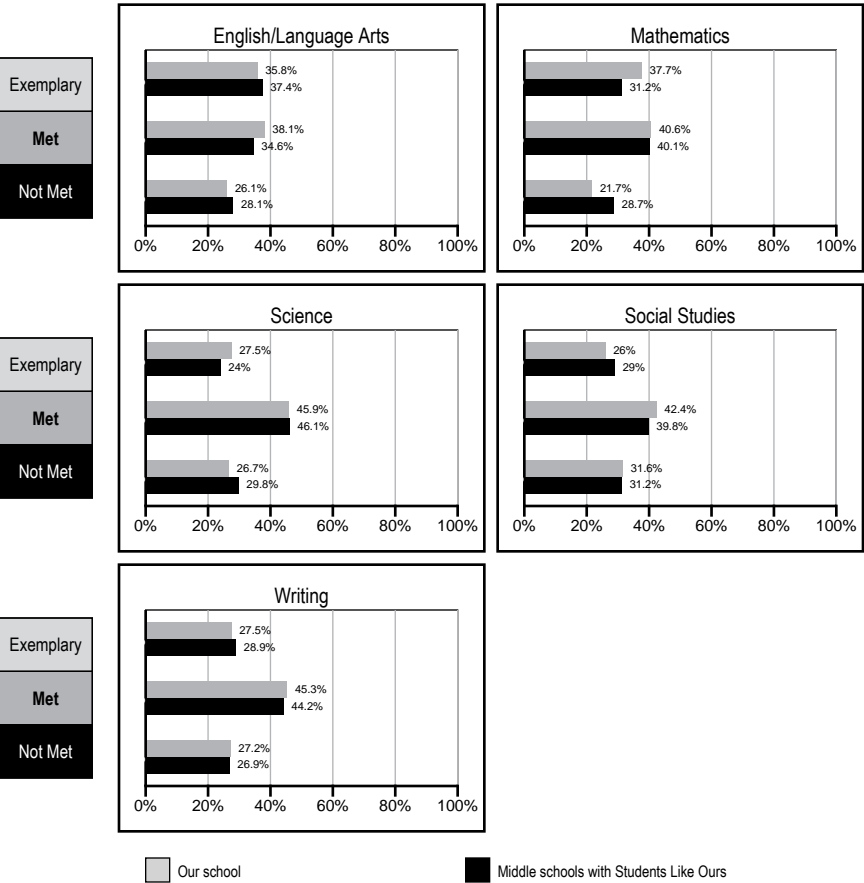
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	41	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8%	96.8%
English 1	92.4%	97.4%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	95.5%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=788)				
Students enrolled in high school credit courses (grades 7 & 8)	23.7%	Up from 22.7%	27.3%	24.2%
Retention rate	0.6%	Down from 1.0%	0.8%	0.7%
Attendance rate	98.1%	Up from 96.6%	95.8%	95.9%
Eligible for gifted and talented	16.6%	Up from 12.5%	18.7%	16.4%
With disabilities other than speech	16.0%	Down from 17.1%	12.1%	12.0%
Older than usual for grade	1.4%	Down from 1.6%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.8%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	49.1%	Up from 42.9%	61.5%	58.5%
Continuing contract teachers	81.1%	Up from 75.0%	84.6%	80.0%
Teachers with emergency or provisional certificates	2.1%	Down from 6.0%	3.0%	4.0%
Teachers returning from previous year	84.0%	Up from 83.9%	85.7%	84.6%
Teacher attendance rate	97.3%	Up from 95.4%	95.5%	95.4%
Average teacher salary*	\$50,029	Up 5.6%	\$47,447	\$46,561
Professional development days/teacher	8.0 days	Down from 8.1 days	10.3 days	10.2 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	26.3 to 1	Up from 20.7 to 1	21.9 to 1	21.1 to 1
Prime instructional time	94.9%	Up from 91.2%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.9%	Up from 94.7%	98.5%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,119	Up 15.1%	\$7,457	\$7,802
Percent of expenditures for instruction**	63.9%	Down from 67.5%	64.3%	63.8%
Percent of expenditures for teacher salaries**	62.2%	Down from 65.2%	61.3%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

In serving young adolescent students, Castle Heights Middle School recognizes the unique academic and developmental needs of those students. The school seeks to promote high levels of academic growth while designing instructional opportunities that strongly engage middle level learners.

The instructional staff at Castle Heights works collaboratively to provide these learning opportunities. An example of this collaboration has been the creation of curriculum maps and common assessments for each grade-level content area. There has also been the collaborative creation, with input from students and parents, of a schoolwide grading policy. Another example is the combined effort and planning of content teachers and special education teachers to provide grade level instruction for all students, as well as the effort of team teachers and elective teachers to provide integration of content. A program designed to meet the needs of students identified as gifted and talented continues to become established, as does a period of enrichment for all students to review and expand academic skills. The school students and staff continue to have an interest in a wide variety of cultural events, career orientation opportunities, and literacy and fine arts projects.

Castle Heights operates on a system of beliefs which stresses the learning capabilities of all students and the importance of the interconnected efforts of staff, parents, and the community to provide a safe and effective environment of high expectations for and developmental understanding of our middle level students.

Kelly Kane, Principal
Lisa Horne, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	207	143
Percent satisfied with learning environment	93.9%	75.6%	87.7%
Percent satisfied with social and physical environment	96.0%	77.9%	84.4%
Percent satisfied with school-home relations	88.0%	77.8%	80.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	776	99.5	26.1	38.5	35.5	83	85	83.5	Yes	Yes
Gender										
Male	371	99.7	30.5	36.4	33.1	78	81.2	80.1	N/A	N/A
Female	405	99.3	22	40.3	37.7	87.7	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	480	99.2	19.4	38	42.6	87.8	91.6	89.6	Yes	Yes
African American	213	100	38.2	39.7	22.1	75.4	75.8	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	35	100	36.4	45.5	18.2	72.7	78.1	79.6	I/S	I/S
American Indian/Alaskan	39	100	36.8	34.2	28.9	73.7	76	85.1	I/S	I/S
Disability Status										
Disabled	122	99.2	55.3	29.8	14.9	55.3	55.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	40	37.1	22.9	68.6	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	413	99.8	35.5	40.4	24.1	74.9	77.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	776	99.5	23.1	41.2	35.7	85.6	83.7	80.4	Yes	Yes
Gender										
Male	371	99.7	27.1	39.3	33.6	82.2	81.2	78.4	N/A	N/A
Female	405	99.3	19.4	42.9	37.7	88.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	480	99.2	17.5	39.3	43.2	89.3	90.7	87.8	Yes	Yes
African American	213	100	32.2	47.7	20.1	80.4	73.3	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	35	100	42.4	39.4	18.2	69.7	80.3	78.3	I/S	I/S
American Indian/Alaskan	39	100	26.3	36.8	36.8	78.9	76	83.2	I/S	I/S
Disability Status										
Disabled	122	99.2	57	35.1	7.9	64.9	51.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	40	34.3	25.7	71.4	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	413	99.8	31.1	43	25.9	79.3	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	514	99	26	46	28	74	70.3	67.3
Gender								
Male	246	98.8	28.6	40.7	30.7	71.4	69.8	66.9
Female	268	99.3	23.6	50.8	25.6	76.4	70.9	67.7
Racial/Ethnic Group								
White	309	99	16.6	48	35.5	83.4	83.7	79.6
African American	147	98.6	41.4	45.9	12.8	58.6	50.7	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	22	100	42.9	42.9	14.3	57.1	61.1	59.4
American Indian/Alaskan	29	100	42.9	35.7	21.4	57.1	65.5	69.5
Disability Status								
Disabled	84	96.4	62.3	24.7	13	37.7	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	20	100	38.1	33.3	28.6	61.9	58.3	58.6
Socio-Economic Status								
Subsidized meals	270	98.9	36.5	43.8	19.7	63.5	56.4	55.4

Social Studies								
All Students	514	99.2	31.8	42	26.2	68.2	74.3	70.9
Gender								
Male	240	99.6	34.9	34.9	30.1	65.1	73	70.1
Female	274	98.9	29	48.3	22.8	71	75.6	71.7
Racial/Ethnic Group								
White	321	99.1	28.3	39.7	31.9	71.7	82.9	79.2
African American	139	99.3	39.7	48.1	12.2	60.3	61.2	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	25	100	21.7	43.5	34.8	78.3	69.6	68
American Indian/Alaskan	24	100	39.1	43.5	17.4	60.9	68.2	71.2
Disability Status								
Disabled	78	96.2	65.7	18.6	15.7	34.3	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	23	100	33.3	37.5	29.2	66.7	73.1	68
Socio-Economic Status								
Subsidized meals	280	98.9	37.7	45.4	16.9	62.3	63.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	777	97.8	27	45.4	27.6	73	73.5	72.1	98.1	96.5
Gender										
Male	372	96.8	35.7	42.4	21.9	64.3	66.5	65.2	98.1	96.4
Female	404	98.8	19.1	48.2	32.7	80.9	80.7	79.2	98.2	96.6
Racial/Ethnic Group										
White	484	98.1	20.7	46.9	32.3	79.3	83.5	80.8	98	96.4
African American	211	96.7	38.3	44	17.6	61.7	59.2	59.7	98.6	96.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.1	87	98.7	97.5
Hispanic	35	97.1	40.6	40.6	18.8	59.4	64.3	64.6	98.5	96.3
American Indian/Alaskan	39	100	36.8	36.8	26.3	63.2	64.3	73.4	96.4	94.9
Disability Status										
Disabled	121	88.4	71.8	27.2	1	28.2	32.4	27.7	97.7	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	97	44.1	35.3	20.6	55.9	60.1	63.7	98.7	96.7
Socio-Economic Status										
Subsidized meals	408	97.6	37.7	44.2	18.1	62.3	61.6	61.9	97.8	96

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	248	99.6	22.1	43.4	34.5	77.9
	7	234	100	30	38.7	31.3	70
	8	245	99.6	31.9	41.4	26.7	68.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	286	99.7	22.8	43.4	33.8	77.2
	7	253	99.6	26.6	34.9	38.6	73.4
	8	237	99.2	29.6	36.3	34.1	70.4
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	248	99.6	16.6	54.5	28.9	83.4
	7	234	100	21.2	44.7	34.1	78.8
	8	245	99.6	30.2	45.3	24.6	69.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	286	99.7	21	38.2	40.8	79
	7	253	99.6	21.6	41.1	37.3	78.4
	8	237	99.2	27.4	44.8	27.8	72.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	123	100	29.7	49.2	21.2	70.3
	7	234	100	23	53.5	23.5	77
	8	121	100	39	36.4	24.6	61
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	143	99.3	31.9	50.4	17.8	68.1
	7	252	100	23.2	48.5	28.2	76.8
	8	119	96.6	24.8	34.9	40.4	75.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	124	100	12.8	62.4	24.8	87.2
	7	231	100	34.6	30.4	35	65.4
	8	123	100	30.7	50	19.3	69.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	145	99.3	18.1	58	23.9	81.9
	7	252	99.6	41.3	32.5	26.3	58.8
	8	117	98.3	28.2	42.7	29.1	71.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	251	98	25.8	50	24.2	74.2
	7	233	96.1	27.8	42.9	29.2	72.2
	8	241	98.3	34.6	46.5	18.9	65.4
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	284	96.8	23.4	47.2	29.4	76.6
	7	256	99.6	30.5	47.7	21.8	69.5
	8	237	97.1	27.6	40.7	31.7	72.4

Abbreviations for Missing Data

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